



Rock Brook Family News - June 2017

Important Upcoming Dates

June 2017

June 16 Year End Celebrations -
REGULAR DAY 8:45 am - 2:30 pm
Last Day of Aftercare

June 19 **LAST DAY OF SCHOOL**
Early Dismissal 1:30 pm

June 20-21 Staff Development

June 26 Mr. Jerry's Fishing Trip
June 27 Mr. Jerry's Fishing Trip - Rain Date

July 2017

July 5 ESY Begins

By Mary Caterson, Rock Brook School Director

www.asah.org/alert-special-ed-regs/ We are requesting that parents contact their legislators to support a budget resolution to postpone the implementation of the new fiscal code until July 1, 2018. The resolution has received bi-partisan support from legislative leaders and will be added to the state budget before it is sent to the Governor at the end of June. It is imperative for parents who live in the districts of key legislators to vote their support for the budget resolution. The Governor could "redline" the resolution out of the budget if he does not hear that it is a priority of legislators and parents. Our latest concern with the new fiscal code is the lack of time, lack of clarity and the impact the changes will have on students with the most severe disabilities and their families. We are asking for a delay of one year to allow time to clarify the code's provisions and make the case for modifications with a new administration. The budget resolution is tied to Extraordinary Special Education Cost Aid because many of the students at private schools fall into this category. It does not cost the State additional money or require the shifting of money in the Fiscal Year 18 budget. For more information

www.asah.org

From the Director
Mary Caterson

Time to Pause..

One of our behavioral strategies here at RBS is a choice to take a break...when you have done a lot of work or when you are frustrated/angry/sad...or when you have earned it!

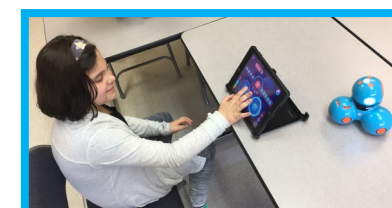
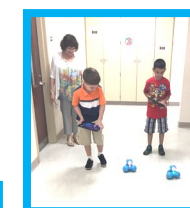
It's time for a break for all of us from our school routine as we have all earned it – parents, staff and students alike. Time to take a break and pause from our daily school schedule and routine...

Enjoy these next few weeks off...

Have a Happy Fourth of July and Congratulations to our preschool and 8th grade graduates!



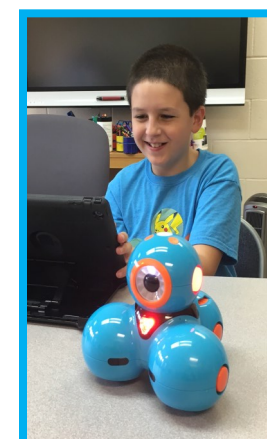
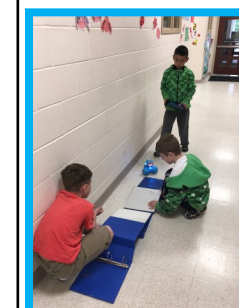
Mary



Meet "Dash"



Planning and testing out parts for an obstacle course.



Exploring Robotics with "Dash".

Guest Article by Larry - RBS Student - June 2nd It was field day. This years theme was bugs. Field Day Started at 9:00 AM. All the classes ate in their classrooms and watched the movie at the end. I loved the relay races and it was a fun and great day.

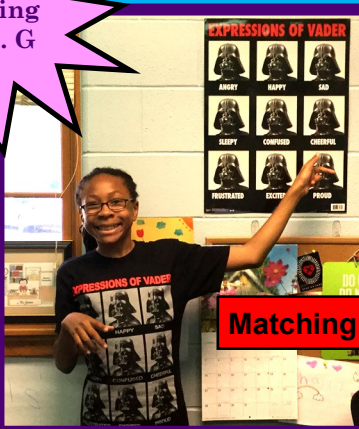


Boys and Girls Groups

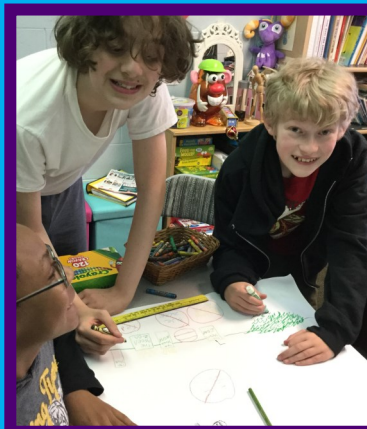
Counseling with Ms. G



Safety Patrol
New Co-Captains



Matching !!!



Rock Brook School * 109 Orchard Road * Skillman, NJ 08558

www.rock-brook.org * Telephone: 908-431-9500 * Fax: 908-431-9503 * info@rock-brook.org

Parent Communication / Involvement / Support at RBS		
<div>Mr. Jerry’s Fishing Trip – Monday, June 26th</div> <div> Once again Mr. Jerry is planning a Fishing Trip. This trip is coordinated by Mr. Jerry, but it is not a school trip. Students and a parent or guardian meet Mr. Jerry on the Norma-K III in Point Pleasant for the day trip. You pay at the dock. The planned date is Monday 6/26 ~ rain date of Tuesday, 6/27.</div>		<div>THANK YOU TO ALL OF THE RBS FAMILIES WHO WERE INVOLVED WITH THE 3RD ANNUAL CELEBRATION.</div> <div>An Evening of Two Step & Honky Tonk</div> <div>WHETHER YOU ATTENDED, DONATED OR SOLICITED FOR AUCTION PRIZES WE ARE</div> <div>THANKFUL!!!!!!</div>
<div> Goodbye to Mr. Jon, Art Therapist</div> <div>Mr. Jon has been at RBS since 2013 He recently accepted a Full Time Art Therapist position at CHOP (Children’s Hospital of Philadelphia). This picture is of the rocks the students painted with Mr. Jon on his last day at RBS. We will miss Mr. Jon.</div>		
By Ms. G/ Jessica Gosses, M.Ed., LPC, School Counselor		
<div> In previous months, the Zones of Regulation was introduced. This is a curriculum geared toward helping children identity different feelings and better manage them. Once a child has a basic understanding of each zone and what it means, they can begin to learn coping skills for each. A coping skill is a tool that we can use to manage our feelings. In the case of the zones, a tool will help bring us back to the green zone. To reiterate, none of the zones are bad, but they require a high level of energy and often times can affect our judgement. Ideally, we spend the most time in the green zone, where we are most in control of our thoughts and feelings.</div> <div>That being said, how do we go from red, yellow and blue, and back to green? There are tools to use for each. None are right or wrong, and what works for one person may not work for the next. Generally speaking the following is true:</div> <div>When in Blue Zone the goal is to increase level of alertness:</div> <div>Common tools include exercising, listening to upbeat music, talking to someone about how you feel, visualizing something happy</div> <div>When in the Red or Yellow Zone the goal is to calm down our body and thoughts:</div> <div>Common tools include calming exercising like yoga or stretching, listening to calming music, sensory activities, taking a break, going for a walk, deep breathing activities</div> <div>As adults, we know coping skills that work or do not work for us. For children this may require some trial and error, as what works for you may not work for them and vice versa. As always, modeling when you are using a coping skill is helpful to normalize the action and reinforce it with your child. This may feel unnatural at first. For example, if you get frustrated in traffic and your child is present, you can choose to verbalize how you feel then share how you are calming down. “I am so annoyed that there is all this traffic and we are in a hurry! I am going to try and take three deep breaths then listen to this song on the radio that I really like to help me get back to the green zone”. Your child may look at you somewhat funny the first time, but you did them and yourself a huge favor by using this teachable moment!</div>		

Speech Corner - By Miss Lindsey - Speech Classroom 3		
<div>Functions of Behavior and Strategies to Help Replace Them</div> <div>We have all dealt with our fair share of difficult behavior and these can interfere with all aspects of life ultimately impacting quality of life for the child himself as well as those interacting with the child on a daily basis. Whatever the behavior is, the key is to remember that all behavior occurs for a reason. Where as sometimes the reason will be clear, other times it may feel like no matter what you do, it feels like a mystery. What can be said with certainty is that children demonstrate challenging behaviors because it meets a specific need for him or her. And understanding WHY the behavior may be happening is necessary in order to select more appropriate behaviors to replace the challenging ones and also, to create an effective, long-term plan of management. There are 4 main functions of behavior:</div> <div><ul style="list-style-type: none">• SENSORY: children may engage in challenging behaviors because it is internally reinforcing i.e., it feels good to do it. Behaviors that serve as a sensory function will occur across all environments, with a variety of different people and even when others are not there. For example, if your child flaps his hands, he may be doing so as a self-soothing behavior and/or as an attempt at self-regulation.• ESCAPE: children may engage in challenging behavior to escape from situations, tasks or people. For example; a child throws food on the floor and is then told “Dinner is over.” From that experience, the child learns that throwing food on the floor means that he doesn’t have to eat it. He may then repeat that behavior in the future in order to get out of eating dinner the next time.• ATTENTION: children may engage in challenging behavior to get attention from others (e.g., parent, sibling, teacher, peer, etc.). Attention can take many forms (e.g., looking at your child, talking with your child, giving help, laughing at the child, and even using a firm voice with the child). For example; a child cries whenever you are on the phone, and then the parent yells “Stop crying, I’m on the phone!” The child may learn that crying when you are on the phone will result in attention from their parents.• TANGIBLES: children may engage in challenging behavior to receive a tangible item or a desired activity. Tangible items can include anything from food, toys, computer time, turn at a game, etc. For example, your child goes up to his sibling at home and pushes them and as a result gets the toy car; your child may learn that pushing others will result in gaining access to that toy.</div> <div>Now that we have looked at why a challenging behavior may be happening, the next step is to look at what strategies can be used to help reduce and eliminate these behaviors and/or replace the behavior with something more positive. You can:</div> <div>- <i>Adapt the Environment</i> (organize and provide structure, inform transitions and changes, use visual supports, provide a ‘safe place’ and teach when to use it, remove or dampen distracting stimuli, consider structural changes to your home)</div> <div>- <i>Use Positive Behavioral Supports</i> (celebrate and build strengths and success, respect and listen to him, validate concerns and emotions, provide clear expectations of behavior, set him up for success, alternate tasks, ignore challenging behavior, provide access to breaks, promote use of a safe place, set of reinforcement systems, pick your battles)</div> <div>- Teach Skills and Replacement Behaviors (develop and expand functional communication, teach social skills, create activity schedules, teach self-regulation and de-escalation strategies, promote exercise, redirection, removal from situation or reinforcement)</div> <div>- <i>Punishments vs Rewards</i>** To find out more information regarding these strategies in more detail please visit this great article published by Autism Speaks. http://www.autismspeaks.org/sites/default/files/section_5.pdf</div>		
By Lisa Mantz RN, BSN Rock Brook School Nurse ~ Summer Break Safety		
<div>Summer break is a time for many to relax, take trips, and have family fun participating in all sorts of outdoor activities. It is important to not only to have fun and enjoy making new memories, but also to be safe. The following is a list of primary safety hazards according to the APA: Playgrounds: Injury facts – children who fall off climbing equipment, slides, and swings usually injure their face, head, or arms. Safety check - preschool-age children should not be more than four feet off the ground. Make sure surfaces are cushioned, equipment maintained, and no exposed bolts or open “s” hooks. Heat exposure: Illness facts - Children can develop heat exhaustion and become seriously dehydrated when in the hot sun for too long. Symptoms include pale skin, dizziness, headache, fatigue, nausea, and vomiting. Kids under four years old are especially at risk in high temperatures. Safety check – Keep children indoors during heat waves. Make sure they have plenty of fluids even if kids say they are not thirsty. NEVER leave a child in a car, which can heat up quickly .Bicycles: Injury facts: Kids often crash into obstacles or lose control of their bikes, but the most serious injuries occur when children are struck by cars. Safety check – Make sure your child wears a helmet every time they ride a bike. It should be snug and level with the forehead. Do not let children ride in the street before the age of 10, and teach riders to look both ways before crossing the driveway or streets. Skateboards and Scooters: Injury facts – head injuries and wrist fractures are a common occurrence. Kids are most likely to get hurt when they are first learning to ride, ride too fast, or attempt tricks. Safety check – Safety gear is a must! Helmets, wrist guards, non-slip shoes, elbow pads, and kneepads should be worn, and no child under 5 years should use skateboards or scooters. Always seek the advice from your own doctor regarding questions or issues you have regarding your own health or the health of others.</div>		